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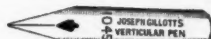
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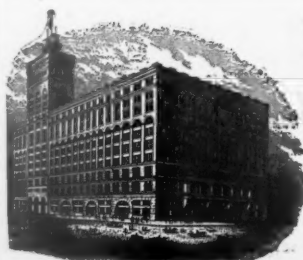
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No. 5



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## SEARCH FOR TRUTH THROUGH "REDUCTION DESCENDING."

THE "historical method" is in great repute, as it well deserves to be. But with a good many people it has come to mean little else than "reduction to lowest terms." Extreme evolutionists suppose they have "explained" man when they have traced his relationship back to the ascidian; that they have "explained" the solar system when they have brought us to abstract from all its wondrously complex phases, and thus to behold it as a mere nebula. When in any case they have shown us the "Beginning" they expect us to chant a pæan, for that now we have beheld the glory of things, not noticing that every "beginning" is after all but one factor in the total round of any conceivable process of the evolution of things.

For suppose we were to assume that the tracing of any given specific form back to its lowest term is equivalent to the discovery of its *absolute* beginning. In such case very little reflection would be required to render clear the fact that in making the assumption we could only be thinly disguising with our new-sounding terms a

very ancient doctrine from which as evolutionists we, of all people, had supposed ourselves to be wholly emancipated.

That doctrine is the one according to which the world was created out of nothing. Indeed we would be going immeasurably further and assuming not only that the world was created *out of* nothing, but also that *nothing* was its Creator. And surely even from a strictly scientific point of view the old doctrine is infinitely the better. For it assumed an infinite Personal Power as the Creator who spoke and worlds were—which might easily be understood as saying implicitly that the Primal Reason gave practical utterance to itself and that this utterance itself was (or is) the infinitely consistent process of *creation*, which, outwardly regarded, may also with perfect propriety be named *evolution*.

But the evolutionist with which we are now concerned will have nothing to do with such transcendental questions. It is enough for him that he can trace a given organic compound back to its inorganic constituents. And so his "beginning" sets us adrift again upon the shoreless sea of "relativities." For the "beginning" arrived at in any such inquiry either shows us a *something* arising out of *nothing*; or it presents itself merely as one aspect of *change*, the other aspect of which is simply *ceasing*. But the former is unthinkable and

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the latter is unending. And yet without change there can be no "evolution." Can a peach *begin* to be a *ripe* peach without at the same time *ceasing* to be a *green* one?

And if this leaves no room for dispute, then also if the ascidian is the "beginning" of man we are impelled to inquire: "What is the beginning of the ascidian?" If the nebula is the beginning of the solar system, what is the beginning of the nebula? and so on forever. If the finding of a "beginning" is the *end* of one inquiry it is after all none the less the *beginning* of another inquiry, *words* without end! To which let no one say "Amen!"

Indeed, thus pursued, this method plunges on into what Hegel has well characterized as the *schlechte Unendlichkeit*—the spurious infinity—consisting of an endless regress into obscurity and what Carlyle would call the "inane void."

Such is the outcome of trusting to the "dry light" of the "mere ordinary understanding," by which one laboriously makes his way from particular fact to particular fact in a thin time-series, finding no point of rest and utterly missing the rich logical co-existence of essential relations in the great Whole of which all particular facts are but the passing aspects.

On the other hand the historical method, rightly pursued, recognizes the fact that while to know the product it is necessary to know the factors, it is no less true that to know the factors one must also know the product. If you would (chemically) know water you must analyze it into hydrogen and oxygen. But also, if you would really *know* oxygen and hydrogen at all you must know them in their compounds. And to *adequately* know oxygen, hydrogen, nitrogen and carbon is to know them in all their relations; that is, it is to know the chemistry of all organic substances.

And this is as much as to say that you can know the end only in the beginning, and that equally you can know the beginning only in the end. In this sense Fichte was right in declaring that knowledge must be a closed circle.

But this "closed circle" is not to be a mere once-for-all accomplished fact and hence a final dead result—which indeed, is *no* result, seeing that, (once more) every true Ending is likewise a Beginning. On the contrary this closed circle is just the closed circle of Reason which comprehends the inherent necessity of wholeness, and *self-consistent* wholeness, in the very idea of a Process. Otherwise there could be no distinguishing between a process and a recess, or an excess—or even an abcess; no distinguishing between "proceeding" in the sense of walking and "proceeding" in the sense of falling, seeing that *cadere* and *cedere* are from the same root, as is also the English word *chance*. Which brings us around to notice that any other world than the world comprised in and constituted by the closed circle of Reason must be a mere chance world; that is, a self-contradictory and hence self-annulling world or no-world.

To be consistent, then, the doctrine of evolution must face precisely this fact and faithfully include all the factors necessarily implied in the closed circle of Reason. Nor is this all, but teachers of this doctrine—and in these days what pedagogue is not a teacher of this doctrine?—must, unless they would stultify themselves, distinctly recognize and emphatically teach that this all-inclusive Reason or divine Logos *was*, in the Beginning, and forever *is*, as the Beginning or primal Source, of all Reality.

It will no longer suffice—and let teachers above all others note the fact—it will no longer suffice to take up the "facts" of the world

one by one and, through a spurious application of the Law of Causation, trace those facts back through a mere time-series to a shadowy, nebulous "beginning" in the "Past." Emptying "facts" of their significance will no longer serve as their "explanation." Taken alone the process of reduction to lowest terms is one of the surest of all ways of arriving at the mere ghostly *untruth* of things.

We may add by way of illustration that a curious example of the *reduction and absurdum* involved in the method of reduction to lowest terms is to be found in a paper by Lester F. Ward, (author of *Dynamic Sociology*, etc.) The paper referred to appears in the January number of the *American Journal of Sociology*, and is one of a series on the subject of Sociology and Anthropology. Mr. Ward argues (p. 432) that, because of anti-social tendencies in man rendering government necessary, man is therefore not to be counted, as Aristotle and Comte counted him, a social being *by nature*. Carefully examined, however, Mr. Ward's argument will be seen to have an "undertow," which runs somewhat in this fashion: Reduced to his lowest terms man is a savage animal. But also he could be elevated out of this savage animality into the civilized life of man only through government.

Yet "human government is an art only possible in a rational being." But as a matter of fact man did lift—is still lifting—himself out of savagery into civilization, and precisely through government. Hence, Man, even in his lowest savagery, was already a rational being, capable of self-transfiguration through government.

But government is itself based in social instincts. Hence, man *is*, after all, *by nature* a social being—could not have become man explicitly unless at the first he had already been man implicitly.

And thus, with the very best intentions, the Q. E. D. inevitably inverts itself; making manifest beyond peradventure that though you reduce man never so carefully to his lowest terms, yet the germ of manhood, including sociality, is still his central characteristic. By which result we are doubly reassured that however far the truth may be obscured it cannot be altogether obliterated by any process of "reduction descending."

ARISTOTLE is counted as among the "ancients," and often serenely brushed aside as "antiquated." And yet, some of his remarks on primary education seem more like prophecies out of the future than like echoes out of the past. For example, he says in the *Politics*, (Chapter XVII) that those who have the control and instruction of children "ought to take care what sort of tales and stories it may be proper for them to hear; for all of these ought to be of such sort as to prepare them for future instruction. Similarly, their plays should, in general, be imitations of what they are afterwards to do seriously."

He urges, also, that children "should be as little as possible in the company of slaves"—a word to which the very "modern" mother might very well give serious heed.

THE teacher ought to remember that every *question* is a suggestion; and that a suspicion expressed may send a boy on an evil errand he would never have thought of otherwise.

It is when they are in the narrowest shoes that your feet get most puffed up with pride.

SMALL minds suppose that when they have found out the *weakness* of the man they know the *man*.

#### AFTER "COMPENCEMENT."

THE *St. Louis Republic* recently published a series of highly interesting interviews with the heads of a number of the higher institutions of learning in Missouri. The topic is: The outlook for the graduating young man and young woman.

There is practical uniformity of opinions that the normal career for the educated young woman, no less than for the uneducated, is that of the domestic circle. And, if a large percentage of the young women attending colleges and universities appear, even to themselves, to be doing so with a view to professional lives that must, if entered upon and persisted in, debar them from marriage and its responsibilities; this still is inevitably always more or less contingent upon a rationally acceptable "proposition" looking toward domesticity.

The thought of a professional life may be a strong incentive to a young woman, as well as to a young man in the direction of securing advanced education. And, of course, once the education is secured it cannot but have a more or less positively transfiguring effect upon the life of the individual, whatever the specific form his or her life may actually assume.

In any case the professional career not only is, but in the nature of the case, must always be exceptional for women.

A further point, emphasized by President Jesse, of the State University, and by others, is that the demand for thorough academic preparation as a pre-requisite for professional life, whether in law, or in medicine, or in theology, or in pedagogy, is rapidly growing. The public mind is becoming better and better informed in all ways through the system of universal education; and the standard of cul-

ture for those to whom one is to intrust his legal rights or his physical health, or his spiritual guidance is correspondingly advanced.

And, of this, every boy and every girl, as they move forward into the higher grades in our schools, ought to be made clearly aware, so that as few as possible may be led to undertake professional work without due preparation.

Indeed, the principle applies to every walk of life; so much so that it is already even a truism to say that the farmer, the tradesman, the merchant, the railway operative, each will attain a larger and worthier success in proportion to the actual cultivation of mind he has attained.

Meanwhile, it is *not* so much a truism—and "pity 'tis, 'tis true"—to say that always in the long run substantial success in any legitimate calling is dependent on worthiness of character, even more than on trained intelligence. And the higher education which is coming to be more demanded as a preparation for professional work must yet utterly fail of its purpose, unless the ethical factor is emphasized to such degree as to transform the whole inner being of the individual and make the sense of Right real within him as the central, all-controlling habit of his life.

KANT declares in his *Padagogik* that there is "nothing more pernicious than an exasperating, slavish discipline, used as a means of breaking self-will." But he adds that such discipline is in no way improved upon "by mere dallying and uninterrupted caressing, which can only confirm the child in wilfulness."

Again he urges that the child should learn to *work*, not merely to *play*. "The school is a sort of enforced culture. It is the extreme of perversion to accustom the child to regard everything as play."



## DANTE STUDY.

VOLTAIRE is reported to have once declared in his own inimitable way: "Nobody reads Dante now; therefore, his reputation goes on increasing!" After a century's further test of the world's judgment, it may to-day rather be said: Everybody reads Dante now; therefore, knowledge of him goes on increasing.

So much is this the case that Dante clubs and classes have become a sort of fashion, and more or less extensive Dante collections are being formed in various cities of America, to say nothing of Europe. A correspondent refers to the one at Harvard as the parent Dante collection of America. And just now there is in process of formation at Cornell University, a specially extensive collection called the "Dante Library," the principal part of which (3,000 volumes) was presented by Mr. Willard Fiske, some three years ago.

An interesting account of this collection, "the most important Dante library in the world," was published two years ago by Mr. T. F. Crane, in the *Cornell Magazine*, and has been reprinted in pamphlet form; to which we may add that the collection is now in the charge of Mr. Theo. W. Koch who will be glad to receive whatever contributions any one may be able to make to it.

From our correspondent we learn further, that "a very fine Dante and general Italian library is going to the University of Pennsylvania from Mr. Francis Macauley, who died recently in Naples."

All which suggests this reflection: that the great books are the inspiring books. And, as they have stimulated other minds to the writing of books of greater or less value, so they are the books most likely to stimulate you and me to the most fruitful exercises of which, as minds, we are capable.

For profit, then, read the great books, leaving the lesser ones to be read betimes for recreation.

## THE SCHOOLS OF MISSOURI.

THE annual report of the Schools of Missouri, recently issued by State Superintendent John R. Kirk, is full of suggestions for all who are interested in the subject of public Education. Mr. Kirk wisely gives a good deal of attention to school architecture, and to the proper ventilation of buildings and care of grounds.

Specially promising, too, is the active and intelligent interest displayed by the Superintendent in connection with that peculiarly vital factor in the educational interests of the State, the Institute. Mr. Kirk evidently believes in *learning through doing*. His ideal of a "home-made cabinet," his notion of a small but well-read library, his conception of a Model School in every institute, are all worthy of strong commendation.

Reports of the Normal Schools and the State University are included, and also a short but suggestive chapter on the "Articulation of Schools." We fear there are one or two points of Educational heresy latent in this chapter—e. g., as to the educational values of the classic languages—but there are certainly some valuable hints, also. One of these is as follows: "I think raising the standard of education is so conforming instruction to the nature of the children, that vastly greater numbers of them will take advantage of it."

Certainly the true standard for all Educational work is just the essential, universal nature of Mind; and of course the details of Educational work must be graded according to the average degree in the progress of children, from year to year, in power to attend and to comprehend.

## THE HORACE MANN CELEBRATION.

IN common with educational bodies generally the St. Louis Society of Pedagogy celebrated the One Hundredth birthday of Horace Mann, on the evening of May 4th. The form of the celebration was a symposium participated in by President Geo. E. Seymour, St. Louis High School; Principal James S. Stevenson, Clay School; Miss Susan V. B. eson, St. Louis Normal School; Principal F. E. Cook, Crow School; Principal E. D. Lucky, Elleardville School; Principal L. Westfall, Arlington School; Principal H. W. Prentis, Hodgen School; Mr. Geo. W. Krall, St. Louis Manual Training School; Mr. A. R. Morgan, St. Louis High School; Major J. B. Merwin; Miss A. C. Fruchte, St. Louis High School; Mr. Wm. Schuyler, St. Louis High School; Mr. W. M. Bryant, St. Louis High School, and Supt. F. Louis Soldan.

In addition to this there was a vocal solo by Miss Jessie Womack with Mrs. Marie Woodlief as accompanist, and an instrumental solo by Mr. James T. Quarles.

The occasion was a pleasant reminder that America possesses at least one of the really great names in the educational field. In which connection we commend to the notice of the reader the very excellent summary view of the life and life-work of Horace Mann, by Editor Winship, of the *New England Journal of Education*, of which more hereafter.

Two or three of the short papers read at this celebration will be presented in our next number.

PROF. W. T. PARKS is now manager of the Equitable Teachers' Bureau at Denver, Colo. He has something to say on page 3.

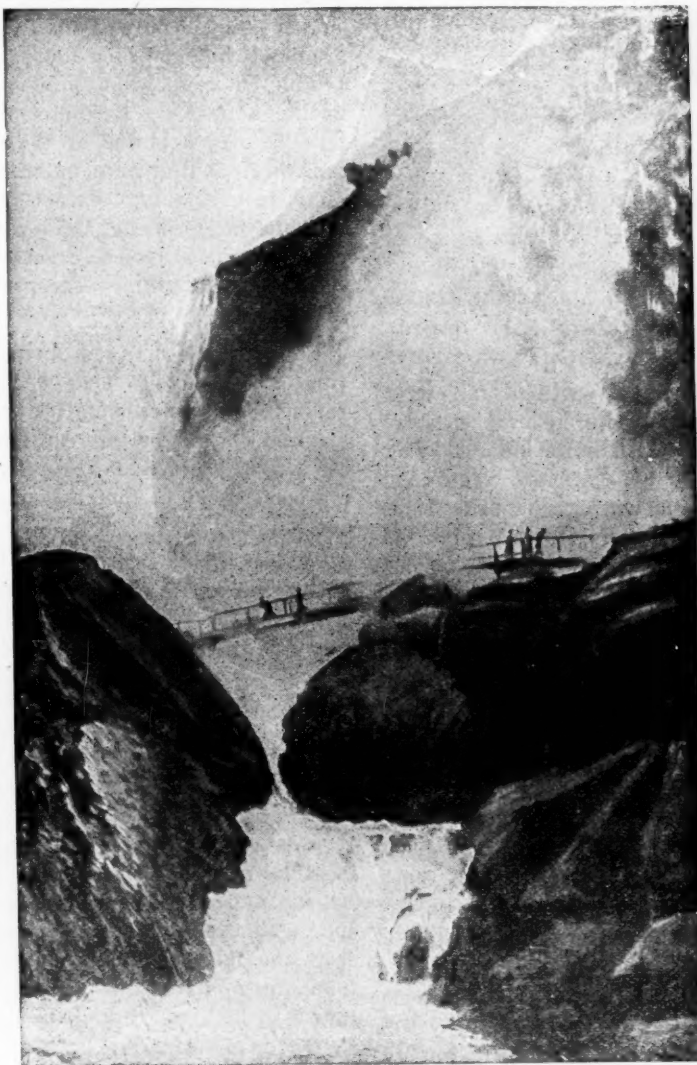
## THE BUFFALO MEETING.

"Twenty thousand educators and teachers for the Buffalo Convention, July 3 to 11." This is the way local Secretary Albert E. Swift is stamping all his advertising matter. The railroads will make a half-fare rate and extend tickets to September 1. The local committees are rising grandly to the occasion and are planning and arranging everything for the comfort and conveniences of their guests, when they arrive. Last year Illinois had 1,495 teachers enrolled at Denver; Missouri, 1,113; Kansas, 1,171. These three grand States will have one-fourth of the 20,000 this year when they gather at the beautiful city of Buffalo.

The program for the great meeting of the N. E. A. at Buffalo is about completed. We are glad to note that the first afternoon session will consist of a centennial celebration of Horace Mann, and will be devoted to his life and work. The first morning will be devoted to literature, the second to nature study, and the third to sociology, a subject which is becoming so important and interesting to teachers. Many other equally interesting topics will be discussed.

One of the grandest, most sublime and interesting topics of discussion at the meeting of the N. E. A. will be the "Nature Study," that is not on the program. The greatest natural cataract in the world will leave a grand, sublime, awe-inspiring love for nature and nature's God long after the other discussions have passed from the memory.

"The rusty lock creaks the loudest, and the do-nothings make the most noise in the church."



THE BRIDGE ABOVE THE GORGE.

The voices of the intrepid reformers who some 25 years ago so vehemently desired to burn all the grammars and spelling-books are no longer heard in the land. The reaction set in some time ago, and the reformers are now, like the wild-eyed man who came forth from among the tombs, sitting down among their more conservative brethren, clothed and in their right mind.—*Western School Journal*.

The mental arithmetic which was thrown out of the schools at the same time, we are glad to note, is getting back into its proper place again. And right in this connection we want to say that it will pay any teacher to send

25 cents to Prof. George E. Seymour of St. Louis for a copy of his excellent book. You will be pleased with it. See his advertisement on another page.

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Did You Ever Ride on the "Knickerbocker?"

It is the sensation of a life time. Don't miss it when you go to Buffalo. Arrange your trip so as to leave St. Louis at noon. Any day will do. She never misses. You will be in Buffalo next morning before breakfast. Rather fast? Well, the traveling public say it is the "Finest train in the world." The "Knickerbocker Special" runs via the Big Four route and W. J. Lynch, Assistant General Passenger Agent, St. Louis, is the proper party to write to for particulars regarding the N. E. A. meeting at Buffalo. Write to-day.



## THE VALUE OF HISTORICAL READING.

BY GEORGE E. SEYMOUR, L.L.D.

### VI.

Historical writings fall naturally into two general classes—the one artistic, the other sociological in its character. The dominant element in the former is aesthetic, in the latter, scientific. Although there is as yet no science of history, historical studies are now along those lines which, soon or late, must give to this branch of learning a more scientific form and greatly increase its scientific value. History, in its approach towards scientific certitude, must observe with greater vigor the five essentials which underlie all scientific truth. These essentials are: accurate observation, precise definition, fixed terminology, classified arrangement and rational explanation.

The typical writers of the artistic school are represented by Herodotus and Thucydides among the Greek and by Tacitus among the Roman historians. Here literary style is the pronounced feature; and in this quality the writers named stand without a rival. With them matter was of less consequence than manner. Their chief aim was to please rather than instruct. Herodotus evidently loved to hear himself talk, and he always pleases even when he fails to instruct. Thucydides, however, is a master both in the art of pleasing and in the art of persuading. His great work is studied even now, not less for his wisdom than for his style. To

Tacitus belongs the rare merit of having been the only original and profound thinker which Rome, so prolific in great men, produced during a national existence extending over a period of twelve centuries. In literature, in philosophy, in everything except history and jurisprudence Rome was an imitation of Greece. Tacitus stands as the solitary exception in history.

Both in ancient and in modern times the study of history has commanded wide popularity and inspired a profound interest. Had the insight and candor of its writers been equal to their learning and industry the age of fable and conjecture would long since have been supplanted by fact and sound theory. Fact and fiction, as we have seen, are so thoroughly blended in the early writers on history that it is quite impossible for any, save those who have access to the original records, to tell just where the one ends and the other begins. Indeed, the early records are themselves, in many instances so incomplete, that none but a practiced eye and a mature judgment can separate the true from the false, and thus determine the relative value of much that is of little worth and the little that is of real value.

Clearly, no sound philosophy of history is possible until the facts which underlie that philosophy, have been critically sifted. To reason upon assumptions not borne out by fact, is simply to impose on the credulity of mankind and give the form of sound knowledge to much which is wholly unworthy of belief; to becloud the reason; to mislead our judgment; to dwarf the understanding; to destroy our confidence in authority, and to baffle every effort after rational knowledge, by plunging us into intellectual and moral chaos.

### VII.

But the study of history has now assumed an importance quite unknown to the early writers on this subject. Then people read history that they might appear intelligent; now they study history that they may become intelligent. Those who read that they may seem intelligent, emphasize isolated facts and unimportant dates; those who study history that they may become intelligent, subject to a scorching analysis, alike all those events which stimulate national growth and those events which mark national decay. Hence, the chief value of this study, like that of all study, lies less in the knowledge we acquire than in that analytical power—the direct product of all well-directed intellectual effort—which enables us to interpret aright the lessons of history, and to deduce from its facts a sound philosophy of life. The liberalizing tendency of any study is its vital element; and in this respect is no other study a rival of history. As a record of the thought and action of the world in every field of human endeavor, history touches life on every side, portraying every human interest, every human emotion, every human passion. Unless this study broadens the understanding and matures the judgment, and this result is realized alone by interpreting the facts of history, never by merely memorizing them,—its multitudes of details simply burden the memory without vitalizing the intellect or fortifying the moral character. Indeed, in so far as memory is burdened with details the judgment is dwarfed and the reason paralyzed.

New goods arriving daily at the big store, Famous, corner Broadway and Morgan. A walk through the store is a pleasurable and profitable experience.



## ENGLISH IN THE PUBLIC SCHOOLS.

BY J. E. TURNER.

Within the past few years, the attention of the foremost educators of our country has been directed to the condition of English instruction in the public schools.

The purpose of this article is not to parade an additional new method, but rather to call attention to and reinforce, if possible, some of the best thoughts of the best thinkers on the subject.

Prof. Gayley says that not only has it been discovered recently that English has been neglected for other less important subjects, but that English is, itself, extremely difficult to teach. He suggests, as a reason for this difficulty, the ease with which both teacher and pupil may shirk the English lesson. The instructor, too often, has only a smattering of the subject; the pupil thinks that because he is English, he knows all about it. Each is prone to condemn what appears to be easy. And hence, the lamentable fact that the young do not speak, write and read their mother tongue correctly; that they neither know nor appreciate English literature. The teacher can not be too well equipped for his work. The opinion expressed by the English Conference of the National Council of Education on this point is as follows: "The best results in the teaching of English cannot be secured without the aid given by the study of some other language, and that Latin and German, by reason of their fuller inflectional system, are especially suited to this end." One of our most eminent instructors in English puts it even stronger than that when he says that "not only is it impossible for a pupil, without the study of Latin, to obtain

the discipline and the culture pertaining to an English education, but it is vain for a teacher, without a fair acquaintance with Latin or Greek, and at least one modern foreign language, to attempt instruction in English."

Another reason for the difficulty is that a great many teachers teach English only in the English class. Much has been said in recent educational associations about "The Report of the Committee of Ten." It has been harped on and criticised and torn to pieces until we are tired of it. But that report certainly strikes the key note when it says, "It is a fundamental idea in this report that the study of every other subject should contribute to the pupil's training in English; and that the pupil's capacity to write English should be made available, and be developed, in every other requirement." Unless that idea is carried out in practice, we do not teach English as we should. The language habits of the child are formed, for all time, in school, and every subject should be made to contribute to that formation. The pupil should never be allowed to unlearn in one class what he has just been taught in another. It is pre-eminently a mistaken idea that pure English should be taught and insisted upon only in the English class; that practical application, at all times and in all places, is unnecessary.

'It is surprising, as well as alarming, how many teachers there are to-day, who seemingly have no other idea in teaching English than simply grinding through the English text-book. We too often aim at completing the text-book, rather than at results. For obtaining the desired results, the majority of text-books on English grammar, *in themselves*, are almost worthless.

An illustration to the point is

suggested by Genning as follows: If a number of sentences to be corrected are referred to a single precept, as they are in many grammars, then every sentence advertises its own error, and the correction of it by the student becomes mechanical. The laziest boy in the room can do the work as well as the brightest, and neither has profited anything by the exercise. If, however, a single sentence should be referred to a group of precepts, the student would be compelled, in order to justify his correction, to discriminate among several specific principles. In other words, he is compelled to use his head, and that is exactly what is wanted. There should be less of the mechanical and of the committing of rules, and more discriminating application of principles. Not that it is positively detrimental to the child to commit the definitions and rules, and make them a part of his stock of leaning, but we too often mistake learning for knowledge. Learning, in itself, is not true knowledge unless that learning be accompanied by an ability to apply and to make use of it.

It is only too true that the pupil may commit the text-book from cover to cover, and even graduate with his head full of theory and rules, but be unable to write a single clear, smooth, concise English sentence. The text-book should never be used mechanically. It ought to be used only as a guide, and the attention of the pupil should never be turned aside from constant practice and thorough training in forming correct habits of expression, to the mere memorizing of rules from the book. At what are we aiming? Is it our business to manufacture machines? Or, is it rather to develop our boys and girls into thinking men and women? The effect of the mechanical drill in

grammar, (and the consequent lack of real mental work) is readily apparent later on, in composition writing. Subjects are assigned—and often they are subjects about which the child is entirely ignorant. He must, of course, consult reference books, and, in accordance with his former mechanical methods, he transfers encyclopaedic learning directly from the book to the composition (improperly so-called), and when the transfer has been made, the polished production is handed in. Although he has probably gained some information on the subject assigned to him, yet, for all the ends for which a composition is written, his production is positively worthless. The fault in such cases more often lies with the teacher than with the pupil. The aim of the teacher should be to so present the subject to be written about that it may be to the child a genuine question to be answered, and not merely a process of repeating what some one else has said, regardless of what it may suggest to him. Composition work should be positive, not passive. It should require the constructive attitude on the part of the writer. The maxim: "Little theory and much practice," should be closely followed. We best learn to do by doing. In the study of composition, eternal vigilance and continual practice is a desideratum and a necessity, even though the burden of criticism is grievously heavy to be borne by the teacher of even a moderate-sized class. Composition work connects itself directly with the study of literature, and the two should go hand in hand—the latter furnishing, in some measure at least, material for the former.

Our best teachers in English now say that literature is a subject that can not be taught. Grammar and composition may be

taught, but literature must be learned from practical study of the subject, itself, in the field and in the dissecting room. Just as we would learn science, as chemistry, physics or anatomy, by actual contact, so literature is learned by reading it and studying it, not by reading and studying about it.

The study of Literature, as such, properly begins with history, and history should be studied as literature. Too often is it presented to the pupil as a mere panorama of dates and dry facts, and hence it is not surprising that to many children it is uninteresting. Not only should history be studied as literature, but literature should be studied as history. The idea presented on this point by Dr. C. A. McMurray is a most admirable one. He says that, in its broadest sense, history includes language as the expression of men's thoughts and feelings; it deals with men's motives and actions as individuals or in society; with their dispositions, habits and institutions, and with the monuments and literature they have left. To study, from history, the conduct of persons as illustrating right actions is certainly the highest form of instruction, and will gradually, but none the less surely, lead up to a right appreciation of history.

The use of the best historical works as a means of strengthening moral motives and principles with children whose minds and characters are developing is a high aim in itself, for after all the chief aim in education is the building of character. Children should live in thought and interest the lives of men of other generations. To appreciate the virtues and vices of other years, to sympathize with better impulses, we must travel beyond words and definitions—beyond dates and

events till we come in contact with the personal deeds that first gave rise to them. A few concrete examples from the writer mentioned above will better illustrate what is meant. "When Sir Philip Sydney, wounded on the battlefield and suffering with thirst, reached out his hand for a cup of water that was brought, his glance fell upon a dying soldier who was viewing the cup with great desire; Sydney handed him the water, with the words: 'Thy necessity is greater than mine.'" No pupil can refuse his approval for this act, and could we in any better way teach the lesson of generosity? We might attempt to teach patriotism abstractly, but when we read how that "Nathan Hale, on the scaffold, regretted that he had but one life to live for his country," the pupil better realizes what patriotism is. We cannot successfully present such principles to children abstractly. Any such attempt is certain to fail. "We must get at morals for children, without moralizing," and deduce moral principles from the concrete example.

It is perfectly natural also for the child to condemn wrong deeds when presented objectively in the action of another. Such examples from history are simple and objective, free from selfish interest on the child's part, so that good and bad acts are recognized in their true quality. Each individual act stands out clearly and calls forth a prompt and unerring approval or disapproval and later the judgment will surely react on the pupil's own conduct.

This method in history is certainly an ideal one.

In some measure, at least, the same method should be followed in literature proper. A careful

study of Evangeline will awaken our sympathies as no moralist ever dreamed of doing. If the character in the poem is rightly studied, the excellent qualities of that character will inevitably become to the child examples for emulation. On the other hand, Hawthorne presents some most hideous characters, the traits of which, the child, when he becomes acquainted with them through careful study, will seek to avoid. The life of Sydney Carton in Dickens' "Tale of Two Cities" can be made to teach self-denial for the good of others better than all the abstract teaching we could bring to bear upon the subject. Tennyson's "Enoch Arden" vividly teaches the same thing—and so on with all the best masterpieces, and shall we not read them with the definite purpose of gleaning from them the moral lessons contained therein, as well as for other purposes less important, perchance, to the child's future.

Recitations in the literature class should, so far as possible, be in the conversational form so that the student may be led to think and to discover for himself. As a class, teachers are prone to give out facts, rather than draw those same facts from the student—possibly because it is easier to prescribe rules than to develop principles. It is nevertheless an injustice to the student. Lead the pupil to discover for himself the lessons to be learned; to discover why he prefers one book to another—why he prefers one author to another, and he will soon be prepared to judge for himself what is best in literature, and he will thus have acquired a taste for the best; he will have learned to read and think in such a way that he will remember what he reads, and not only that, but he will have acquired an ability to apply and to

make use of his learning, and when these results have been accomplished, the teacher may rest assured this work has been well done.

The subject of English literature can not be completely covered in any school course. It is too extensive; no other language is so rich in abundance of reading material. The history of the language covers many centuries, and the list of authors is innumerable. We can not teach all of it. What to teach, then, is the question. James Russell Lowell well answers the question when he says that we should confine ourselves to the supreme books; or still better, to choose a few great authors and make our pupils thoroughly familiar with them. For, he adds, as all roads lead to Rome, so do they likewise lead away from it, and in order to understand perfectly and weigh exactly any vital piece of literature, he must look up numerous references and thus he covers a large field of literature.

Lord Bacon in his "Essay of Studies" says: "Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider." This method leads the child to learn to think, and this certainly is one of the highest results of all education. "For what we want is not learning, but knowledge; that is the power to make learning answer its true end as a quickener of intelligence and a widener of our intellectual sympathies."

The reading matter, whether biographical, scientific, imaginative or otherwise, will depend largely upon the class in hand. We must follow, in some measure at least, the bent of the class. The child must develop, according to what is in him, his nature and peculiar disposition. The processes of growth are within the child

and the best we as teachers can do is to find and follow them—being careful, of course, that a one-sided character is not developed. There is such a thing as excess in anything. But, according to the Herbartian idea, the child is free and the teacher is bound to minister to his freedom. The advice of Edward Everett Hale is to the point here. He says: "In the first place, we must make this business agreeable. Whichever avenue we take into the maze of literature must be one that can be made a pleasant one, or else, in a world which the good God has made very beautiful, the young people will go a-skating, or a-fishing, or a-swimming, or a-voyaging, and not a-reading; and no blame to them."

By this he does not mean to say that the child should not be led to surmount difficulties; that he should not be expected to think. There is no "royal road to learning," nor do we want one. We want to go over the steep places, but we want to go over them because of what we may find on the other side, as well as for the training in climbing. The teacher should be a leader, and should go over these difficult places in the spirit of conquest, and the class will soon become willing followers. It is well to keep before the pupil's mind the interest of that old motto, "Beyond the Alps Lies Italy."

The greatest of care should be exercised in selecting reading material for any class. There is no lack of reading material, in fact, we are inundated with it, but, alas, a large proportion of it is of the kind that can not be otherwise than injurious in both intellectual and moral effects. The tendency is to make more dull, in the coming generation than in the past, the sense of moral right and wrong. This effect needs to be



counteracted, and this also is the province—even more, the privilege of the teacher of literature.

Alton, Ill., May 1.

### THE HEAVENLY MUSIC.

FROM THE GERMAN OF RICHARD LEANDER, BY MAX M. BRYANT

**D**URING the golden age when the angels played with the peasant children upon the sand-heaps, the doors of heaven stood wide open and the golden splendor of heaven fell down out of them like rain upon the earth. Men looked from earth into the open heaven; they saw the saints walking among the stars, and the men called up to the saints and gave them greeting and the saints responded in their kindest fashion. But the most beautiful thing of all was the wonderful music which at that time could be heard coming out of heaven. The dear God himself had written the notes to it and a thousand angels performed it with flutes, kettle-drums and trumpets. As the first strains resounded it became very still upon the earth. The wind ceased to blow and the water in the sea and in the rivers stood still. But the men nodded to one another and secretly pressed each other's hands. As they listened they experienced such a wonderful sensation that now-a-days one can in no way describe it to a poor human heart.

So it was then; but it did not last long. For one day, as punishment, God shut the doors of heaven and said to the angels, "Cease your music; for I am sad." At this the angels also became sad and sat each one of them with his music book upon a cloud, and with his little golden scissors snipped the scores into small pieces which floated down upon the earth. Here the wind took them up, drove them like snow flakes over mountain and valley and strewed them every-

where about the world. And men collected the fragments, each one hastily seizing a piece, one a large piece and the other a small one. Then they put them carefully away and valued them very highly, for it was, at any rate, some of the heavenly music which had sounded so wonderfully. But in time they began to quarrel and be at variance, since each one believed that he had found the best piece, and at last each one declared that that which he had was the real heavenly music, and that what the others found was mere illusion and pretense. Those who wanted to be very clever—and there were many such—made a great flourish at the beginning and at the end, and piqued themselves mightily in consequence. One played *a* and the other sang *b*; one played in minor and the other in major; no one could understand the other. In short, there was a noise like that in a village school. Thus it continues to the present day.

But when the last days come and the stars fall upon the earth and the sun into the sea, and men throng to the doors of heaven like children at Christmas Eve, when the doors are to be opened—then by means of his angels, God will collect all the pieces of paper belonging to his divine music-book, the large pieces as well as the small ones, and even the *very* small ones upon which there is only a single note. The angels will put the pieces together again and then the doors will fly open and the divine music will resound anew, and be just as beautiful as before. Men will stand there amazed and, ashamed, will listen and say to one another: "That's what you had! That is what I had. But it sounds wonderfully grand and quite different now that everything is together and in its right place!"

Indeed, that is the way it will be. You can count upon that.

### MISSOURI STATE TEACHERS' ASSOCIATION.

The teachers of Missouri should plan early to attend the meeting of the State Teachers Association at Pertle Springs, June 23 to 25. Come the first day of the meeting, stay until the closing words have been said. The Missouri Pacific Railroad will make a special rate of one fare for the round trip plus 25 cents for Pertle Springs Railroad. Let us work for the meeting, talk it up among the teachers. Come yourself and get others to come.

Dr. R. H. Jesse says:

"I always attend meetings of the State Teachers' Association of Missouri. To me the papers and discussions are of great value, and I could scarcely keep pace with educational thought and progress in the State, except by attending these meetings."

Supt. J. M. Greenwood, of Kansas City, says:

"Every teacher in Missouri ought to attend the State Teachers' Association."

Supt. J. Fairbanks, who is always on hand at the State meeting, has these ringing words:

"There is no other one agency that can so benefit teachers as the rubbing up against one another in large bodies. Man by nature is a social animal; isolated from his fellows, he is a stupid savage. Only by mingling in masses can he grow to manhood, take on his better self, reach his true estate, and culminate in a broad, refined and polished gentleman. No association, no growth. Nothing can develop or bring out the divine spark within us but human touch. Everlastingly encourage associations!"

President Geo. L. Osborne, of the State Normal School, says:

"The professional spirit that is awakened, on such occasions, ought to be worth enough to any

teacher to induce him to be present. I hope that we will have a full attendance, and that the day is not far distant when we can count as many teachers at our State meetings as our neighbors."

J. A. Joel & Co., whose advertisement appears in another column, have been manufacturing standard bunting flags for many years. Mr. Joel, himself is an old soldier, having served in the Twenty-third Ohio during the war. He was wounded seven times. No wonder he is devoting his life to the cause of patriotism and is doing so much to have a flag floating over every school in the land.

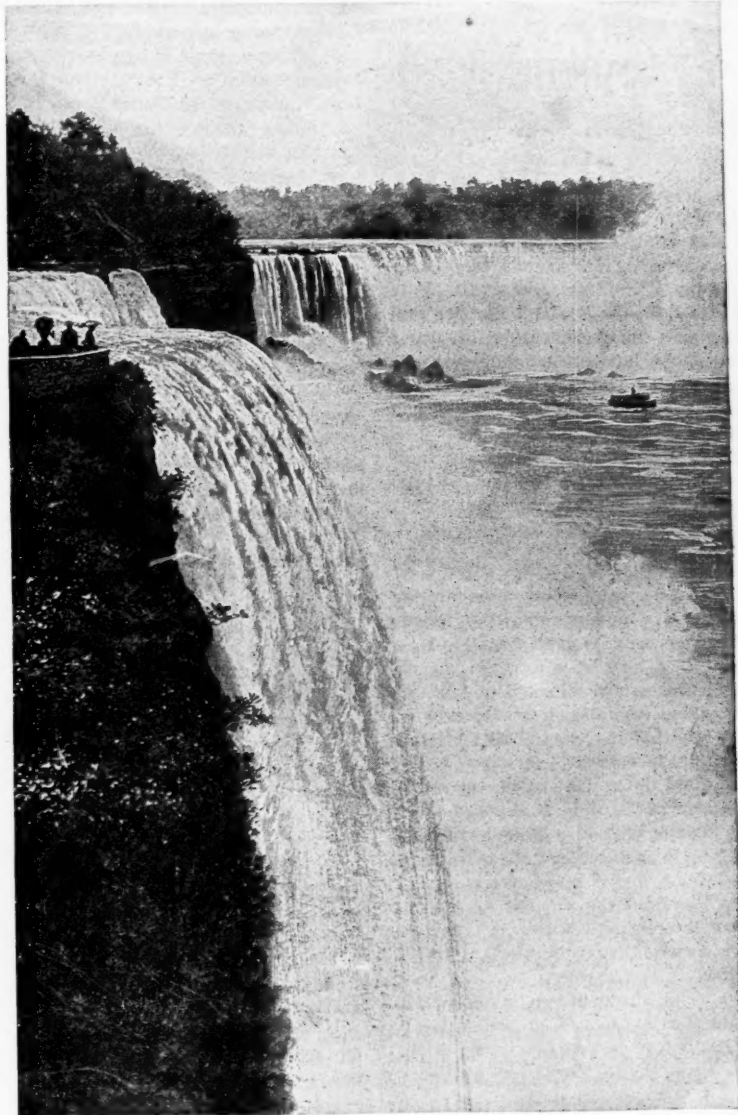
"There is no such individual influence, or unobtrusive and continuous power in any community as a wise, faithful pastor. He develops morally more opinions, moulds more sentiment, awakens more consciences, and brings more real treasures into the public storehouse of human service and happiness than any other citizen, or public benefactor."

#### TRUE GAIN.

Battling with fate, with men, and with myself,  
Up the steep summit of my life's forenoon,  
Three things I learned—three things of precious worth,  
To guide and help me down the western slope.  
I have learned how to pray, and toil and save;  
To pray for courage to receive what comes,  
Knowing what comes to be divinely sent;  
To toil for universal good, since thus  
And only thus, can good come unto me;  
To save, by giving whatsoever I have  
To those who have not—this alone is gain. —Ella Wheeler Wilcox.

A man's nature runs either to herbs or weeds; therefore, let him seasonably water the one and destroy the other.—Bacon.

I don't like those mighty fine preachers who round off their sentences so beautifully that they are sure to roll off the sinner's conscience.—Rowland Hill.



NIAGARA FALLS FROM PROSPECT POINT.

THE very rapid advancement made by the Missouri State University within the last few years under the management of President Jesse shows what immense possibilities there are for a great institution of learning when the leader is a man who knows education *from the inside*.

—Mrs. Byers: "All the big berries are at the top of this box, I suppose?"  
Tom Carter: "Oh, no, mum; some uv 'em are on top uv the other boxes."—  
Fuck.

Teachers in the public schools, where do you buy your wearing apparel? Famous, corner Broadway and Morgan, make an extraordinary bid for your trade. In addition to offering you the largest assortment, greatest variety and absolutely lowest price, we offer a special discount to teachers in the public schools and open accounts with them. Our Economy Basement is chock full of snaps in the way of house furnishing goods, china and granite wear. Famous, corner Broadway and Morgan.

—"My wife's been takin' fussites fur two weeks now," said Uncle Silas, "an' I wish she'd stop. She's fussin' and fghtin' all the time."—Harper's Bazar.



## ARITHMETIC.

1. Multiply 17 rd. 3 yd. 2 ft. by 8.
2. Under each of the following classifications of number, give examples to illustrate all the kinds of number that enter into the classification: (a) prime and composite; (b) odd and even; (c) integral and fractional; (d) abstract, concrete and denominate; (e) like and unlike.
3. Find the square root of the third power of .6, correct to four decimal places.

$$27+9 \times 7 \quad 2.6$$

$$4. \quad 18 \div 3 + 8 \cdot 2 \cdot 5 \quad 1 \cdot 6 \cdot 7$$

5. If milk weighs  $64\frac{1}{2}$  pounds to the cubic foot, and water  $62\frac{1}{2}$  pounds what per cent. is milk heavier than water?

6. An attorney collected a debt, retained his commission of 5 per cent., and remitted his client \$376.20. How much did he collect?

7. Find the annual income on an investment of \$2,016 in U. S. 4's at 112.

8. Divide 485 into four parts that shall be to each other in the ratios of 3, 4 1-7, 5 1-3, and 6, respectively.

9. Required the amount of \$240 at exact interest, at  $5\frac{1}{2}$  per cent. per annum, from January 15, 1896, to March 3, 1896.

10. The discount on a note discounted at a Utica, N. Y., bank, 2 mo. 21 da. before it was due was \$1.89. What was the face of the note?

## GEOGRAPHY.

1. (a) How many great circles extend north and south around the earth? (b) How many extend east and west? (c) Explain your answer.
2. Locate the following cities: (a) Dunkirk, (b) Ogdensburgh, (c) Oswego, (d) Kingston, (e) Binghamton.
3. (a) Name two counties of New York bordering on Lake Erie; (b) three bordering on the west bank of the Hudson.
4. Describe the following rivers: (a) Alleghany, (b) Penobscot, (c) Colorado.
5. Locate the following capes: (a) Montauk Point, (b) Land's End, (c) Hatteras.
6. Name and locate the capital of (a) Virginia, (b) Sweden, (c) Venezuela, (d) Portugal, (e) Belgium.

7. By what waters are Norway and Sweden nearly surrounded?

8. (a) Name three chief exports from United States to Europe; (b) three from Europe to the United States.

9. What two countries of South America have no seacoast?

10. Describe the shortest all-water route from New York to Calcutta.

## GRAMMAR.

1. Thus we see not only that the discipline by which the young child is so successfully taught to regulate its movements, is also the discipline by which the great mass of adults are kept in order, and more or less improved; but that the discipline humanly devised for the worst adults fails when it diverges from this divinely ordained discipline, and begins to succeed when it approximates to it.—Herbert Spencer.

1. Classify the following clauses: (a) Discipline is discipline (lines 1-4); (b) Child is taught (lines 2-3); (c) Mass are kept (lines 5-6); (d) Discipline fails (lines 8-9); (e) It diverges (line 9).

2. Select two infinitives, and state what each modifies.

3. Select two participles used adjectively.

4. Select (a) a collective noun; (b) an abstract noun, (c) Why is the verb are kept (line 4) in the plural number?

5. What three parts of speech may be used to connect clauses? Give an example of each so used in this selection.

6. (a) In what voice are the verbs in the clause: "By which the great mass of adults are kept in order and more or less improved?" (b) Rewrite this sentence, changing the voice of the verbs.

7. Give (a) three modifiers of mass (line 4); (b) two modifiers of devised (line 6).

8. Give the syntax of (a) discipline (line 4); discipline (lines 7-8); discipline (lines 10-11).

9. Decline the personal pronoun of the third person, neuter.

10. Write a sentence containing (a) an adjective phrase; (b) an adverbial phrase.

## PHYSIOLOGY AND HYGIENE.

1. Define (a) artery; (b) iris; (c) ligament; (d) pleura; (e) pepsin.

2. (a) Name the bone of the thigh and (b) mention the class of joints represented at each of its extremities.

3. Show the necessity for both voluntary and involuntary muscles.

4. Give two reasons why the food should be thoroughly masticated before it is swallowed.

5. What is meant by (a) the pulmonary circulation; (b) the portal circulation; (c) the systematic or greater circulation?

6. Describe the lungs, showing their adaption for the free exchange of gases.

7. (a) What is the normal temperature of the body? (b) By what means is this temperature preserved in the extremes of hot and cold weather?

8. (a) Of what part of the skin are the nails a modification? (b) Give three rules for the proper care of the nails.

9. (a) Give, approximately, the temperature that should be maintained in a well regulated sitting-room. (b) What excretion from the lungs makes the ventilation of living rooms necessary?

10. What is meant by "chronic alcoholism?"

## CIVIL GOVERNMENT.

1. Define: (a) enacting clause; (b) caucus; (c) preamble.

2. What are the duties of a county clerk?

3. (a) How does public sentiment in regard to a law affect its enforcement? (b) Give an illustration.

4. What is the duty of one state to another; (a) in respect to public acts and records; (b) in respect to the privileges of citizens; (c) in respect to fugitives from justice?

5. What authority decides whether a law of the United States or of any state is in violation of the Constitution?

6. What powers according to the Constitution are reserved to the States?

7. What is meant by free trade?

8. Name in order the first two persons entitled to succeed to the Presidency in case of vacancy.

9. Who are citizens, according to the Constitution of the United States?

10. Distinguish between common law and statute law.

## AMERICAN HISTORY.

1. What parts of the United States were explored by the French?

2. (a) What prominent Friend, or Quaker, founded a colony in America? (b) How were the Friends treated in Massachusetts about the middle of the 17th century? (c) Mention some respects in which these people differed from the other inhabitants of the colonies.

3. Account for the names, (a) James River, (b) Virginia, (c) Baltimore, (d) Georgia.

4. (a) About how long after the close of the French and Indian war did the Revolution break out?



5. (a) What two generals commanded the American army at different times in the campaign against Burgoyne? (b) How was Washington's army employed during that campaign?

6. What were the principal military operations south of the latitude of the City of Washington, during the War of 1812?

7. (a) To what man are we chiefly indebted for the Erie Canal? (b) For about how many years has the entire canal been navigated?

8. Mason and Dixon's line divided the free State of Pennsylvania from the slave State of Maryland; what was the dividing line between the free and slave States westward to the Mississippi River?

9. What was the general result of the military operations about Richmond in 1861 and 1862, and also of those in Kentucky and Tennessee during the same time? State facts to support the answer.

10. (a) In what year was a world's fair held in Philadelphia? (b) What event did this exposition commemorate? (c) For what reason was it appropriate that this fair should be held in Philadelphia?

#### METHODS AND SCHOOL ECONOMY.

1. "The old adage, 'eyes are better than ears,' nowhere holds good with greater force than in learning to spell." Give an argument to prove the truth or fallacy of this statement.

2. When should the teaching of number objectively cease?

3. How may the evil effects of alcoholic stimulants be best taught to young children?

4. Why is the ability to grasp the thought and its relation to other ideas of more importance than the purely elocutionary part of the reading?

5. Give two devices for training pupils to read in proper tones.

6. Give a simple device for illustrating the rotation and revolution of the earth?

7. Grammar includes the science of language and the art of correct expression, (a) At about what age should the study of the science of language begin? (b) Why?

8. Name two characteristics of effective punishment.

9. What is the most effective means of moral training in the school?

10. What advantage arises from the frequent reading by the pupils of working drawings made by others?

#### ARITHMETIC.

1. 141 rd. 1 yd. 2 ft. 6 in.
2. (a) Prime—3, Composite—12, (b) Odd—5. Even—6. (c) Integral—4 Fractional—2-3. (d) Abstract—8. Concrete, 8 yards. Denominate—4 lbs. 6 oz. (e) Like—6 yards, 4 yards. Unlike—5 feet, 6 gal.
3. .3949+
4. 4 17-20.
5. .032.
6. \$391.78.
7. \$72.
8. 78%, 108%, 140, 157½.
9. \$241.76.
10. \$140.

#### GEOGRAPHY.

1. (a) All of the meridian circles. (b) The equator.
2. (a) Dunkirk, western part of State on Lake Erie. (b) Ogdensburg, northern part of the State on the St. Lawrence River. (c) Oswego, northern part of State on Lake Ontario at the mouth of the Oswego River. (d) Kingston, southeastern part of State on the Hudson River. (e) Binghamton, southern part of the State at the junction of the Chemung and Susquehanna Rivers.
3. (a) Chautauqua, Erie; (b) Orange, Ulster and Green.
4. (a) The Alleghany rises in the southwestern part of New York, flows south southwest and unites with the Monongahela River in the western part of Pennsylvania to form the Ohio. (b) The Penobscot River rises in the northern part of Maine, flows south into the Penobscot Bay. (c) The Colorado River rises in the western part of Texas, flows southeast into the Gulf of Mexico.
5. Montauk Point is situated at the extreme east end of Long Island. (b) Land's End is situated at the southwestern extremity of England. (c) Cape Hatteras is situated on the east coast of North Carolina?
6. (a) Richmond is situated in the eastern part of Virginia, on the James River. (b) Stockholm is situated in the southeastern part of Sweden, on Malar lake. (c) Caracas is situated in the northern part of Venezuela. (d) Lisbon is situated in the western part of Portugal on the Tagus River. (e) Brussels is situated in the northern part of Belgium on the river Senne.
7. Arctic Ocean, North Sea, Shager Rack, Cattegat, Baltic Sea, and Gulf of Bothnia.
8. (a) Cotton, gold, meat. (b) Manufactured goods, tin, silk.
9. Paraguay and Bolivia.

10. New York Bay, Atlantic Ocean, Strait of Gibraltar, Mediterranean Sea, Suez Canal, Red Sea, Strait of Bab-el-Mandeb, Gulf of Aden, Arabian Sea, Palk Strait, Bay of Bengal and one of the mouths of the Ganges.

#### GRAMMAR.

1. (a) Principal; (b) adjective; (c) adjective; (d) adjective; (e) adverbial.
2. To regulate modifies is taught, to succeed modifies begins.
3. Devised, ordained.
4. (a) Mass; (b) divinely; (c) The subject is a collective noun denoting plurality.
5. Pronouns, conjunctions and adverbs. Examples—which, but, when.
6. (a) Passive; (b) Discipline keeps the great mass of adults in order and more or less improves them.
7. (a) The, great, and of adults; (b) humanly, and for the worst adults.
8. (a) Nominative, predicate of "discipline is discipline"; (b) Nominative, subject of flails; (c) Objective, object of prepositional phrase.
6. Singular.                      Plural.  
Nom. it,                      Nom. they,  
Poss. its,                      Poss. their,  
Obj. it,                      Obj. them.
10. Answers must vary.

#### PHYSIOLOGY AND HYGIENE.

1. (a) Arteries are the tubes that spring from the heart and convey the blood through the body. (b) The iris is that portion of the middle coat of the eye which lies back of the cornea. (c) Ligaments are strong cords or bands of gristle which hold bones forming a joint together. (d) The pleura is a double sack which surrounds the lungs. (e) The pepsin is one of the ingredients of the gastric juice.
2. (a) Femur; (b) Ball and socket at the hip, and hinge at the knee.
3. Some parts, as the heart and lungs, need to be in motion only when we will.
4. In order that the saliva may be thoroughly mixed with it, and in order that the gastric juice may the better work upon it.
5. (a) The circulation of the blood from the heart to the lungs for purification. (b) The circulation of the blood from the stomach to the liver by the portal vein. (c) The circulation of the blood throughout the system.
6. Answers will vary.
7. (a) 98½ degrees. (b) By means of clothing.

8. (a) Of the epidermis. (b) Answers will vary.

9. (a) 70 to 72 degrees. (b) Carbonic acid gas.

10. The use of alcohol for a long time.

#### CIVIL GOVERNMENT.

1. (a) An Enacting clause is the introductory clause of a legislative bill. (b) A caucus is a preliminary meeting for the purpose of nominating candidates for public office, or for the purpose of nominating delegates. (c) A preamble is the introductory part of a statute which states the reasons and intent of the law.

2. (a) Records mortgages, deeds, satisfaction papers, etc. (b) Draws the grand and petit juries, and makes a return of the same. (c) Records the judgments of the courts. (d) Administers the oath to jurors and witnesses.

3. (a) If public sentiment is in accord with the law, it assists in its enforcement; if against the law, it hinders its enforcement. (b) Answers will differ.

4. (a) Full faith and credit shall be given in each State to the public acts, records and judicial proceedings of every other State. (b) The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States. (c) A person charged in any State with treason, felony or other crime, who shall flee from justice and be found in another State, shall, on demand of the executive authority of the State from which he fled, be delivered up to be removed to the State having jurisdiction of the crime.

5. The highest courts.

6. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

7. Free trade is a trade between Nations without any duty on the imports.

8. Vice-President, Secretary of State.

9. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State within which they reside.

10. Common Law is the law that receives its binding force from immemorial usage and universal reception. Statute Law is the law as stated in statutes or enactments of the Legislature.

#### AMERICAN HISTORY.

1. Central and Northern parts of the United States.

2. (a) William Penn. (b) They were fited, whipped, imprisoned and sent out of the colony and finally four were executed. (c) In worship, every day being to them a holy day, and the Sabbath simply a day of rest.

3. (a) After King James of England. (b) In honor of Queen Elizabeth, the Virgin Queen. (c) Named after Lord Baltimore (Cecil Calvert). (d) In honor of King George II.

4. About twelve years.

5. (a) Generals Schuyler and Gates. (b) In the campaign in Pennsylvania.

6. Battles of New Orleans, and of the Thames.

7. (a) Dewitt Clinton. (b) The canal was finished in 1825, and enlarged in 1862.

8. The Ohio River.

9. Answers must vary.

10. (a) 1876. (b) Independence of the Colonies. (c) The Declaration of Independence was proclaimed at Philadelphia.

#### METHODS AND SCHOOL ECONOMY.

1. Answers must vary.

2. When the child is able to understand the different combinations of numbers without the use of objects.

3. By object lessons.

4. Because the object of learning to read is to grasp the thoughts of others.

5. Answers will vary.

6. By the use of an orange, knitting needle and any small object to represent the sun.

7. Answers will vary.

8. Answers will vary.

9. Opinions may differ.

E. E. Miles, publisher of the New Webster Dictionary and Complete Vest-Pocket Library, makes a special call this month for teachers and students for vacation work; and we hope there will be a general response, for we are satisfied, from our knowledge of the book and the wants of the people, that efforts along this line will be mutually profitable to all concerned. Why not drop Mr. Miles a line and see what special inducements he has to offer? Address, 324 Dearborn street, Chicago, Ill.

#### DEPARTMENT OF EDUCATION.

Jefferson City, Mo., April 25, 1896. Examinations for State Certificates. Examinations for State Certificates will be held at Moberly, May 29 and 30, and at Nevada, June 1 and 2. Owing to the small number of applicants for Certificates, examinations in other parts of the State will be postponed until about the last of August. Very respectfully,  
JOHN R. KIRK,  
State Supt. Public Schools.



#### Among the Lilies.

Mrs. S. J. MARSTON.

Down among the lilies sweet,  
Dreamy-eyed, with unshod feet,  
Strays our baby—Marguerite.

Dimpled arms and shoulders bare  
Shaded by her rippling hair;  
Fearing naught—untouched by care.

Lilies that a king might prize,  
Royal in their purple dyes,  
Mirrored in her dreamy eyes.

Golden lilies, tall and fair;  
Scattered gold-dust in her hair  
Resting like a halo there.  
Lilies white, with hearts of gold;  
Purity, and wealth untold  
Tenderly her arms enfold.

Valley lilies, modest, sweet,  
Shyly kiss her unshod feet;  
"We are here, sweet Marguerite."

Threading chains of fairy bells;  
Ringing chimes whose music swells  
Where Innocence with beauty dwells!

Necklace tangled in her curls—  
Flossy sheen of gold and pearls—  
Mamma spies her girl of girls!  
LINCOLN, ILL.

—The Observer.

#### First Steps.

BY FREDK. OAKES SYLVESTER.

My baby's day to walk had come,  
Too soon it came for me,  
Albeit many months had passed  
Since her nativity,  
And yet it seemed but scarce a day—  
Her early infancy.

I knelt and gently lifted her,  
And held one little arm,  
Until upon her feet she stood,  
Without the least alarm;  
Her eyes as peaceful were as when  
A lake sleeps in a calm.

But in my eyes a troubled look,  
Half hid the pleasure there;  
I felt a tear drop silently,  
Kissing her golden hair,  
And gleam within its crescent sheen:  
A star enjeweled there.

Henceforth my arms no more would  
bear

No. 36.

THE ECHO.

75

Words from the French, by ELLA F. STORY.

MENDELSSOHN.

*mf* Moderato un poco sostenuto.

1. Now glad and strong, now sad and long The for-est an-swers to our song; Out  
2. Ech-o at-tends, and listening bends, To ev-ery word an an-swers sends, Of

3. In ac-cents choice, this still small voice, With cour-age make our hearts re-joice, Shield  
4. A-gain, a-gain, sounds out the strain, This time the pa-triots grand re-frain, For

this still small voice.  
sounds out the strain,

from the wood a voice is heard Re-ply-ing to our chant-ed word, Re-gay  
and glad, or dull and sad Comes an-swer like-wise gay or sad; Comes

us from harm, keep us in calm, From fear of a-ny dread a-larm; From  
na-tive lands in val-or stand, To her be-longs your heart and hand, To

ply-ing to our chant-ed word, 'Tis ech-o catch-ing up the strain the self-same strain.  
an-swer like-wise gay or sad; Be brave and true and thus shall oth-ers be to you.

fear of a-ny dread a-larm; A faithful guar-dian may you be to watch o'er me.  
her be-longs your heart and hand, My all is thine and e'en my life to count not mine.

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From the Beacon Song Collection, by permission of Silver, Burdette & Co., Publishers, Boston.

Her tenderly around;  
She had started on a journey, where  
No ending could be found;  
Where I could only hope to guide  
Her footsteps o'er the ground.  
And so a dimness filled my eyes,

A slight reflective pain,  
More like the shadow of a cloud,  
Or shadow of the rain  
Upon a sunlit summer scene,  
Soon to be clear again.  
I'll pray to Christ, who loved and

Called the little ones to Him,  
To help me guide my baby's steps,  
Support each weary limb,  
And keep her heart, her soul, her life,  
Harmonious as a hymn.  
—St. Louis High School, May 1, '96.



## UNIVERSITY NOTES.

The University of Missouri is one of the few schools with a Department of Classical Archaeology. In connection, a museum of Classical Archaeology has been established, under the direction of Dr. John Pickard, and is now equipped with over fifty full-sized casts of famous pieces of statuary, with several reduced fac-similes of Greek architecture, with over one hundred and fifty framed photo-engravings of classic art, and with an indefinite number of photographs. These reproductions are collected in a large third-story room, 36x110. Curtains divide the long space into twelve stalls (six on each side), and in these, with the dark pomegranate color of curtains and walls for background, stand in chronological order the casts, supplemented by the pictures on the walls. The culture-value of the museum is of especial prominence at this time when so much attention is drawn to science and scientific fact. It stimulates the imagination, and makes the student more sensitive to the significance, beauty and dignity of art and literature, the chief of humanizing studies.

## The Academy of Science of St. Louis.

At the meeting of April 20, Dr. C. M. Woodward presented the results of a study of certain statistics of school attendance, from which it appeared that the average age of withdrawal from the public schools in three cities compared as follows: Boston, 15.8; Chicago, 14.6; St. Louis, 13.7.

Prof. J. H. Kinealy exhibited and gave a mathematical discussion of the Stang planimeter, an interesting and simple instrument of Danish invention, but improved in the United States.

The directors of Washington University are proceeding in a satisfactory manner with the raising of the \$200,000 necessary to purchase the 103 acres for the new site west of Forest Park. The site is on a direct line with Lindell boulevard, and ends the long drive to the north of the park known as Catlin Track. It promises to afford fine effects in landscape gardening, and the buildings will be seen from quite a distance.

The Russell Institute Fund, now amounting to \$118,000, is likely to be secured for the university, as the trustees have made a unanimous application to have it employed by the au-

thorities, a separate institution appearing to them as likely to be ineffective. It will probably be used either to found either a strong English language and literature department, or an electrical engineering school; the name being associated in either case with the institute and professorship.

It is the purpose of the Board of Curators of the University of Missouri to raise gradually the standard of requirements for admission into the law and the medical departments. These requirements will be made higher in successive years until 1899, when they will equal the requirements for entrance into the academic and the engineering departments, namely: A good (approved) high school course as a minimum. The University has placed upon its list of "approved" schools about fifty-three high schools and academies in the State, and the demands that it makes upon these approved schools are outlined in the annual catalogue. The University and the secondary schools look forward with interest to the report of the committee of nine appointed at the State Teachers' Association last summer to fix "what constitutes a college"; for the decision of that committee as to what a good college should require for entrance ought to fix a (minimum) standard of articulation between the secondary schools and the University.

The Northern Illinois Normal School, Dixon, Ill., whose advertisement appears in this issue of "The Journal," is enjoying an unusually large attendance this spring. It will be well for those who are interested in educational work to investigate the claims of this school. There are no vacations, and students are admitted at any time. They solicit correspondence and are glad to place their school literature in the hands of those interested.

Superintendent J. N. Tate, of the Deaf and Dumb School, at Fulton, Mo., has resigned to accept a similar position in Minnesota. Mr. Tate has been superintendent of this school since the death of Dr. Kerr in 1889, and was very popular with the pupils, teachers and citizens.

"Perfection is never in the pulpit, and it is seldom in the pews."

"That is a good sermon which does thee good."

## Scratch my Back

Is the cry of thousands afflicted with distressing irritations of the skin and who live in ignorance of the fact that a warm bath with



**Cuticura**  
SOAP

and a single application of CUTICURA, the great Skin Cure, will afford instant relief, permit rest and sleep, and point to a speedy cure when physicians and all else fail.

Sold throughout the world. British depot: F. NEWBURY & SONS, 1, King Edward-st., London. FOTTER DRUG & CHEM. CORP., Sole Props., Boston, U. S. A.

Edwardsville, Ill.

County Superintendent of Schools, Madison County, Ill., D. M. Bishop, has called to his aid a number of the teachers of the county, and has arranged for the forming of a graduating class from among the pupils of the county schools, who annually pass the final examination in vogue here for several years. Of the 100 pupils who passed the examination this year, one from each of the twenty-eight schools represented will be chosen, and diplomas will be issued. The exercises will be held in this city on Saturday, May 23, and will consist of essays, orations, etc.

Mr. Samuel Mather, who built the magnificent Physical Laboratory of the Western Reserve University, is also equipping it. A certain sum of money is given by him for this purpose each year for the next three years.

Harry A. Garfield, Esq., who is one of the trustees of the University, is chairman of a committee for securing funds for a much needed Biological Laboratory.

Famous advertisements are to the public what the stock quotations are to the broker. Famous, corner Broadway and Morgan, buying and selling as it does on such a tremendous scale, is always able to quote prices lower than others, and shrewd, careful shoppers appreciate the fact. We offer special inducements to the teachers in the public schools, a special discount on all purchases, and the privilege of opening an account with us. That's certainly a great accommodation, isn't it? Famous, corner Broadway and Morgan.



# DEVICES FOR TEACHING PRIMARY READING.

1. Arrange words in two duplicate columns, except that the order of the words is changed. Two children, each having a pointer, shall see which can first point to a word uttered by the teacher. All the class will be attentive because of their interest in the contestants.

2. Each child have an object and rise when the sentence telling what he has is to be read.

3. Same, except that the child shall find the sentence which tells what he has.

4. Same as 2 above, except that single words are written by the teacher.

5. Teacher write each word on a separate card with a rubber pen. Show the cards for the rapid telling of words, each child in turn responding.

6. Arrange the words on the branches of a tree. Each child climb up one side and down on the other without falling—done by telling all the words without a mistake.

7. Teacher write a group of words on the board. Children are to watch while the teacher points out from word to word and then tell her what sentence was made.

8. Children read silently a sentence put on the board and then do what it directs, either as a class or as called upon individually.

9. A column of words erased, one by one, the child to tell what word was erased.

10. Words placed on the board; child to draw a picture of the object named by the word.

11. Words arranged on a ladder; child to go up and down safely; successful if he knows all the words.

12. Picture of a brick wall made; each brick have a word written on it.  
—Sarah A. Saunders, in *Methods for Primary Reading*, Educational Gazette Co., Rochester, N. Y.

## Lesson for the Grammar Class.

Correct the following expressions and state in each instance what the error is:

1. She is taller than me.

Johnson, "The Independent President."

Grant, "The Silent President."

## HISTORY OUTLINES.

1865 to 1869.

1865 { Amnesty Proclamation,  
Thirteenth Amendment.

1866—Atlantic Cable.

1867 { Fourteenth Amendment,  
Nebraska,  
Purchase of Alaska,  
Tenure of Office Bill.

1868—Impeachment.

DIRECTIONS.—1. Teach clearly the meaning of Amnesty, Proclamation, Amendment, Tenure and Impeachment.

2. Read the 13th and 14th Amendments to the Constitution.

3. Read all your Authors on the Impeachment trial.

4. Read some sketch of the early days of Andrew Johnson.

5. Read the events of 1860 and 1861.

1869 to 1877.

1869 { Black Friday,  
Pacific R. R.

1870—Fifteenth Amendment

1871 { Chicago Fire,  
Alabama Claims.

1872 { Geneva Arbitration,  
Credit Mobilier,  
Boston Fire,  
Sino-Japanese War.

1873 { Salary Grab,  
Financial Panic.

1874 { Patrons of Husbandry,  
Charles Sumner.

1875—Resumption Act.

1876 { Centennial,  
Colorado,  
Custer's Defeat.

1877—Electoral Commission.

—From *Trainer's How to Study U. S. History*

2. There is no use talking about it.

3. They came for my sister and I.

4. He acted like he was frightened.

5. There is nothing to prevent him coming.

6. You learn faster than him.

7. Read to me like you did yesterday.

8. Either he or his wife have stolen my hat.

9. My circumstances are different than yours.

10. Who does this state belong to?

11. Be industrious, like I am.

12. Come along with William and I.

13. I am not as tall as he.

14. There is no other way but this.

15. I do not deny but what he is honest.

16. He is a friend whom I am indebted to.

17. Who did you give the money to?

18. There is nothing else but robbery.

19. I did not know but what you were angry.

20. You ran between my sister and I.

21. I doubt if he will come to-day.

22. She is older than either you or him.

23. His preaching is different to his practice.

—Western Teacher.

STATE OF OHIO, CITY OF TOLEDO, ss.  
LUCAS COUNTY.

FRANK J. CHENEY makes oath that he is the senior partner of the firm of F. J. CHENEY & Co., doing business in the City of Toledo, County and State aforesaid, and that said firm will pay the sum of ONE HUNDRED DOLLARS for each and every case of Catarrh that cannot be cured by the use of HALL'S CATARRH CURE.

FRANK J. CHENEY.

Sworn to before me and subscribed in my presence, this 6th day of December, A. D., 1886.

{ SEAL }

A. W. GLEASON,  
Notary Public.

Hall's Catarrh Cure is taken internally and acts directly on the blood and mucous surfaces of the system. Send for testimonials, free.

F. J. CHENEY & CO., Toledo, O.  
Sold by druggists, 75 cents.

## LESSONS IN VERTICAL WRITING.

By E. C. Mills, Western Normal College, Bushnell, Ill.

No. 5.

## SPEED.

Should we have a good position, an excellent movement, faultless forms, and not executed with a reasonable degree of ability, it would be of little practical benefit. The wisest plan adopted regarding this point is that

## INSTRUCTION.

Now we come to more difficult letters. Take up the t, d and q, first and also practice the word copies given in connection with them. Notice the way in which the t is crossed. This line should be made with an upward stroke. Why do we cross the t in this manner? Because nearly all business men and telegraph operators (the most rapid writers in the world, and they use the upright system, too,) finish the letter this way. Still we do not do this simply because some one else does,

the letters, then combine the curve and straight line, forming the loop. Write a page or so of the loop before trying the l exercise. Write at least fifteen lines of each one of the word copies, lime, lame, land, lineament and linen.

In like manner the h should be taken up. About fifteen lines of careful practice on each of the words, humane, hammer, hare, hem and hive.

"A machine does not run itself, and a list of officers, even when it is printed, does not make a society."

## PLATE 4.



which exacts nothing beyond an intelligible limit or full control of the muscles. Too rapid practice in writing is apt to develop into a nervous hurry rather than a wholesome velocity. On the other hand, too slow practice is quite as worthless and unavailable, for in this way one would never learn to write rapidly and always be compelled to take up with the wages of a slow workman. A medium degree of speed has been accounted the most wholesome description, too great diminishing the power of control and too little depriving of strength, rapidity and grace. The secret lies in the employment of a naturally quick stroke, not made in haste, but with apparent leisure.

but because it is more natural to make the upward slanting stroke than to make a straight line parallel to the line of writing.

The t and d are made two spaces in height.

Next, we have the extended loop letters. Most penmen think the loop letters are quite difficult. Use arm movement and quite a little finger action in making these. The loops should be made just two and one-half times as high as the one-space letters; hence we have a saving of one-half space on every loop over the loops in the slope system.

First practice on the curve and then on the straight line before attempting

"First in the fight and every graceful deed."  
—POPE.

Famous, corner Broadway and Morgan, leads the van in high qualities, low prices, and pushing, progressive, honorable business methods. Our standing offer of "your money back if you want it" stands as an absolute guarantee of every transaction, small or large. Teachers in the public schools in particular are invited to take advantage of the special discount we allow them on all purchases. And if you like, we should be pleased to open an account with you. Remember, Famous, corner Broadway and Morgan.

"A hungry man does not criticise the shape of the loaf."



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Our D D f fame

Always speak the truth

Deeds are fruits, words, but leaves.

Go forth to meet the shadowy Future  
Without fear, and with a manly heart

WERNER SCHOOL BOOK COMPANY, Publishers,  
CHICAGO—NEW YORK.

Copyright, 1894, by W. H. Ellsworth.

The Night is mother of the Day,  
The Winter of the Spring,  
And ever upon old Decay  
The greenest mosses cling.  
Behind the cloud the starlight lurks,  
Through showers the sunbeams fall;  
For God, who loveth all his works,  
Has left his hope with all.

Specimen from Vaile's Vertical Series, Published by E. H. Butler & Co.,  
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Famous, corner Broadway and Morgan, leads the van in high qualities, low prices, and pushing, progressive, honorable business methods. Our standing offer of "your money back if you want it" stands as an absolute guarantee of every transaction, small or large.

Teachers in the public schools in particular are invited to take advantage of the special discount we allow them on all purchases. And if you like, we should be pleased to open an account with you. Remember, Famous, corner Broadway and Morgan.

## HOW TO GET TO BUFFALO.

Buffalo, N. Y., having been selected as the meeting place of the National Educational Association, July 7 to 11 next, the most important thing to be considered is how to get there. The Wabash Line has carried so many thousands of your members to your annual gatherings in the past, and again comes to the front with its direct lines and superb train service, and offers you the same low rates, placing the expense of the trip to Buffalo at a figure within the reach of all, and a speedy, safe and comfortable journey is insured. In addition to the great reduction in rates, tickets purchased via the Wabash Line will be good for return passage long enough, if you have the time to spare, to pass the whole of your summer vacation at the cool and delightful resorts of the East without additional expense for railroad fare. C. S. Crane, General Passenger and Ticket Agent, St. Louis, Mo.

Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained.—Garfield.

## DRAWING LESSON.

BY J. H. BARRIS.

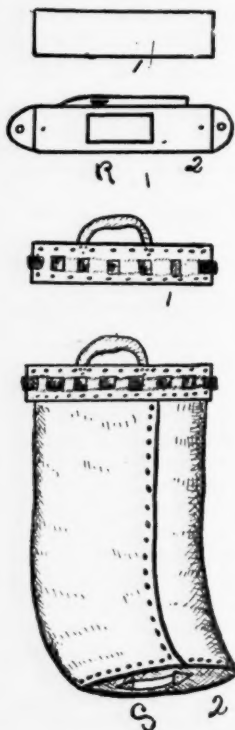
If inexperienced in drawing, prepare the lesson as directed in January number.

## LESSON R.

1. Draw lines as Fig. 1.
2. Ask the class to draw the same on paper, slate or blackboard.
3. Complete by adding lines as Fig. 2.

## LESSON S.

1. Draw lines as Fig. 1, Lesson R.
2. Add lines for handle, also squares in Fig. 1, as shown in Fig. 1, Lesson S.
3. Draw lines representing sides.
4. Add lines representing bottom.
5. Complete as Fig. 2.



## LESSON T.

1. Draw lines as Fig. 1.
2. Add lines as Fig. 2.
3. Add lines representing ears.
4. Lines representing neck and shoulder.

5. Add lines for mane.
6. Complete by adding lines as Fig. 3.

## LESSON U.

1. Draw lines as Fig. 1.
2. Complete as Fig. 2.



## COMMON SENSE HOME QUESTIONS.

- How many counties in your State?  
Which are the largest?  
Which are the smallest?  
Which are the most Northern?  
Southern? Eastern? Western?  
What rivers flow in a generally Northern course? Southern? Eastern? Western?  
What mountains are there?  
What waters, if any, form its boundary lines?  
What lakes are there?  
What cities are there?  
Name and locate the large cities.  
Which are seaports?  
What is a seaport?  
Which are on large rivers?  
Which are the chief railway centers?  
What are the leading agricultural products?  
Which is the leading manufacturing section?  
What minerals or ores are mined?  
What are exports?  
What are the leading imports?  
What are the leading exports?  
What are imports?  
Who are among the most noted business men of the State?  
Who have been her most famous men in statesmanship? In literature? As inventors?  
Who have been her most noted women?

## PRACTICAL WORK IN BUSINESS.

What per cent. would our teachers in the country and city schools make on an examination in the following practical exercises?

- Write a promissory note.
- Write a note payable to bearer.
- Write a note payable to order.
- One payable to individual only.
- Write a demand note.
- Write one without interest.
- Write one bearing the legal rate of interest.

Write a negotiable note and endorse it.

Write a note specifying time and place of payment.

Write a joint note.

Make a bank check to your father.

Write a draft upon some bank; a time draft; a sight draft.

How is money exchanged between different countries? Give process of such.

Is a note by a minor or on the Sabbath legal?

Suppose a note fall due on Sabbath, when is it due legally.—Selected.

## EXERCISE FOR TRAINING THE SENSE OF SIGHT.

A good time for this exercise is when the pupils are tired and restless, as it possesses the elements of a recreation to them.

Teacher:—"Jack, Mamie and Homer may step out on the porch, look in the same direction for two minutes and take notice of all which they see. They may then come back into the school-room one at a time and tell us what they have seen. The rest of the class may take out their tablets and write down what they say. We will see which one will be able to see and remember the greatest number of objects."

The three pupils designated by the teacher left the room. One of the class watched the clock to call the time at the expiration of the two minutes, the others prepared their tablets to take notes. When the time was up the monitor notified the observers and all came into the cloak-room. Mamie was ushered into the school-room to state what she saw. Then the boys in turn made their statements. One had seen much more than the other two and had grasped details of form and color. This plan not only necessitates close observation but also an orderly arrange-

ment of the thought in order to give a connected description of the scene.

In another room we saw the following exercise for the same purpose:

The teacher asked all the pupils to close their eyes while she wrote a sentence upon the board. At a given signal the eyes were opened and, allowing time for only one rapid glance, the teacher erased the sentence. All those who had grasped the thought were then asked to raise their hands, and in turn were called upon to whisper to the teacher what they thought had been written upon the blackboard. Sometimes instead of this, the pupils reproduced the sentence on their tablets. Rapidity of perception and accuracy is thus cultivated. Some blackboards have curtains before them, which can be adjusted quickly by means of pulleys. Such an arrangement is excellent for this drill, as it gives no opportunity for dishonesty, if any of the pupils have such tendencies.

Another device which develops the power of concentration and induces pupils to fix their minds upon what they are reading is this:

The class are studying a reading lesson or perhaps geography. The tendency of many pupils is to read with the eye alone, while the mind is far away thinking of matters entirely irrelevant.

While the class are thus studying, the teacher walks up and down the aisles, and detecting such a case, suddenly puts her hand over the page and demands of the pupil the last word which he read. He is unable to give it, but the next time reads with his mind upon the topic in hand. The aim of this exercise is to take the pupil unawares, but if a class know that they may be surprised in this way at any time during the day, they will study more thoughtfully, and the result will be a marked development in the power of concentration and true mental sight.

#### QUICKENING THE SENSE OF HEARING.

In many school-rooms there are pupils who "do not hear." If the lesson is assigned, they do not hear the page; if a word in spelling is pronounced, it must be repeated before they grasp it. These pupils have no organic difficulty; they are not at all deaf when they are paying close attention.

Thoughtless teachers have encouraged this habit of inattention and of "not hearing" by frequently repeating page, word or command, but fortunately for the pupils, the habit may be

overcome, and the sense of hearing quickened by proper exercises.

The better way is to make all school exercises tend to this end. Give pupils to understand that a word will be pronounced but once; that the number of the page upon which the lesson begins will not be repeated, and hold every member of the class strictly responsible for what they should have heard. Count a failure to know where the lesson is equal to a failure in recitation, and the rapid improvement in the acuteness of the sense of hearing will be quite astonishing. The teacher must daily hold herself strictly to the rule, however, never making an exception unless in the case of a partially deaf pupil, and even then, if such a pupil is given a favorable seat near the speaker, repetition will not be necessary.

In some rooms the teachers frequently call upon one pupil during an oral recitation or reading lesson to rise and repeat what another has just said, counting it the same as a failure in recitation if he is unable to do so. This is an equally effective method of developing the sense of hearing and strengthening the power of attention. Listlessness in the school-room is the enemy of good work.

#### TOUCH.

Except in schools which teach manual training, little attention is ordinarily paid to the sense of touch, and yet it is one which children early depend upon for their knowledge of form and surface. A simple exercise which the pupils enjoy is this:

Several members of the class close their eyes and each is then given some object or solid. After they have determined by the sense of touch alone the size and form of the object given them, the articles are collected. The pupils then open their eyes and passing to the board, each draws a picture as nearly as possible, in size and shape, like the object which he held.

To vary the exercise, the pupils are sometimes required to write a description of the size, shape and surface of the object examined by touch.

#### ACCURACY OF STATEMENT.

Associated closely with the development of the senses is the question of stating accurately the facts observed.

Many children who are considered truthful, frequently state as positive facts what they think is true, instead of confining themselves to what they know to be true. In describing objects they make exaggerated statements.

# A Tonic

For Brain Workers, the Weak and Debilitated.

## Horsford's Acid Phosphate

is without exception the Best Remedy for relieving Mental and Nervous Exhaustion; and where the system has become debilitated by disease, it acts as a general tonic and vitalizer, affording sustenance to both brain and body.

Dr. E. Cornell Esten, Philadelphia, Pa., says: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion."

Descriptive pamphlet free on application to  
Rumford Chemical Works, Providence, R. I.  
Beware of Substitutes and Imitations

For sale by all Druggists.

The following game calls the attention of the pupils to this fault, and yet without "preaching" about it:

The teacher steps to her desk and takes from the drawer an object in such a way that no pupil sees it. This she conceals behind her and steps before the class.

Teacher—"I have something in my hand which I just took from the drawer. Willie, what have I?"

"You have a marble in your hand."

Teacher—"Do you know that I have a marble?"

"Yes, ma'am," came the positive reply.

Teacher—"Max has something to say."

"You have your knife, because you always keep it in that place." Good reasoning but a wrong conclusion.

After a number of the pupils had given their opinions more or less positively the teacher asked with significant emphasis:



"How many know what I hold? How many have seen it, or heard it, or in any other way gained any information whereby you know what I have?"

The class saw the point, and when she held up to view a piece of stone which none of them knew was in the drawer, their chagrin was manifest and a timely word pressed home the lesson.

"State positively only those things which you know to be facts."

These exercises are given as mere suggestions, with the thought that many teachers will devise others as effective for their own pupils.—*School Physiology Journal*.

### SOME NOTED AMERICAN AUTHORS.

- (a) Washington Irving, "The Father of American Literature."
  - (1) "The Sketch Book."
  - (2) "Knickerbocker's History of New York."
  - (3) "Life of Christopher Columbus."
  - (4) "Life of Washington."
- (b) William Cullen Bryant.
  - (1) "Thanatopsis."
  - (2) "Lines to a Water-Fowl."
  - (3) "The Song of Marion's Men."
  - (4) "Ode for the Burial of Abraham Lincoln."
- (c) Henry Wadsworth Longfellow.
  - (1) "The Courtship of Miles Standish."
  - (2) "Hiawatha."
  - (3) "Evangeline."
  - (4) "Paul Revere's Ride."
- (d) Oliver Wendell Holmes, "The Autocrat."
  - (1) "The Last Leaf."
  - (2) "The One-Horse Shay."
  - (3) "The Cumberland Nautilus."
  - (4) "The Autocrat of the Breakfast Table."
- (e) John Greenleaf Whittier, "The Quaker Poet."
  - (1) "Snow-Bound."
  - (2) "Barbara Frietchie."
  - (3) "John Brown of Osawatimie."
  - (4) "Laus Deo."
- (f) Edgar Allen Poe.
  - (1) "The Bells."
  - (2) "The Raven."
- (g) Ralph Waldo Emerson.
  - (1) "The Conduct of Life."
  - (2) "American Civilization."
  - (3) "Nature."
- (h) James Russell Lowell.
  - (1) "The Vision of Sir Launfal."
  - (2) "The Biglow Papers."
  - (3) "Essays."
- (i) James Fenimore Cooper.
  - (1) "Leather-Stocking Tales."

- (2) "The Spy."
- (j) Nathaniel Hawthorne.
  - (1) "The House of the Seven Gables."
  - (2) "The Scarlet Letter."
  - (3) "The Marble Faun."
- (k) George Bancroft.
  - (1) "History of the United States."
  - (2) "History of the Constitution."
- (l) John Lathrop Motley.
  - (1) "The Dutch Republic."
  - (2) "The United Netherlands."
  - (3) "John of Barneveld."
- (m) William H. Prescott.
  - (1) "History of the Conquest of Peru."
  - (2) "History of the Conquest of Mexico."
- (n) Francis Parkman.
  - (1) "The Jesuits in North America."
  - (2) "Old Regime in Canada."
  - (3) "The Discovery of the Great West."
  - (4) "Montcalm and Wolfe."
  - (5) "Conspiracy of Pontiac."

Note.—The best way to study our literature is in the literature itself. Read as many of these works as you can and seek for the charm there is in them.

Books.—For literature of the colonial period, Tyler's "History of American Literature." For literature since the Revolution, Richardson's "History of American Literature." For literature of all periods in our history, "The Library of American Literature."—From outline study of United States History, by Harlow Godard. C. W. Bardeen, Publisher, Syracuse, N. Y.

### CHAUTAUQUA NOTES.

The Chautauqua program will lay emphasis next summer upon pedagogical topics. The School of Pedagogy, under the charge of President W. L. Harvey, of Teachers' College, New York, will offer a wide range of courses in Psychology, General Methods, and special applications. Prof. Nicholas Murray Butler will deliver the opening address, and special lectures will be given by Prof. John Dewey, President E. Benjamin Andrews, Prof. W. L. Bryan, New York State Superintendent Charles R. Skinner, President Hervey, Superintendent F. Treadley and others. Conferences of parents and teachers will also be organized with a view to securing the intelligent interest of fathers and mothers in the improvement of our educational system.

### THE TOURISTS' LINE.

The Clover Leaf Route has become known as the Tourist Line to the North and East, only within the last few years. Why? First, from its geographical position, and also from the energy and enterprise of the management in making the road-bed, equipment and train service the equal of any, and in catering to the convenience and comfort of the travelling public to a greater extent than most travelers have been taught to expect.

This road adopts, as fast as shown practicable, the latest devices in all departments. The block system of signals makes collisions impossible and fast service safe and comfortable. The Pintsch light on all coaches makes reading a pleasure. Steam heat is uniform in all parts of the car, and the air signal, electric headlight, etc., etc., furnishes a perfect service in that direction. But this is not all. Every sleeping, parlor, reclining chair car or passenger coach, of whatever description, is provided with commodious rooms, thus accommodating the smokers and at the same time making comfortable any place on the train those to whom tobacco gives offense.

The cafe service operated by this company surpasses anything we have seen. One can scarcely call for a dish in season that they cannot serve you well, and at a price lower than most first-class restaurants in any city in the country. This cafe service is not confined to the autocrat of the sleeping or parlor car, but small tables are set in the coaches with the same linen and tableware, the same cooking and courtesy, and the passenger of whatever class and at whatever hour, 12 o'clock noon or 12 o'clock midnight, secures equal treatment.

Beside their regular rail connections, this company has arranged boat connections from Toledo via Detroit to all lake points North, such as St. Clair Flats, Sarnia, Saginaw, Mackinac, Petoskey, etc., and via Put-in-Bay and Cleveland to Buffalo, Niagara and St. Lawrence River points.

The agents of the Clover Leaf arrange for berths and state-rooms on sleeping cars or steamers, as well as hotel accommodations at all the prominent resort hotels, thus relieving the passenger of all care, and assuring the best possible locations and cheapest rates at hotels.

This is what we think is railway enterprise as it should be.

A railroad operated for the accommodation and not inconvenience of the public. This is why the Clover Leaf deserves patronage and why they get it.



**HAND BOOK TO TENNYSON'S WORKS.** By Morton Luce. London. George Bell & Sons.

It is difficult to speak too highly of this work. Systematic, condensed, critical and appreciative are terms which certainly apply to the treatment. Among a certain set of over-educated or superficially educated people it has become the fashion to speak of Tennyson apologetically, as if he were very nice, like ice cream, but perhaps not quite worthy of serious attention. That Tennyson has certain obvious limitations which detract from his perfection, is not to be denied. Far from denying such, Mr. Luce points them out, and, where it is suitable, accounts for them. The "excessive refinement of phrase, which really touches the borders of bathos," the patronizing tone towards women, the lack of back-bone in his longer efforts, the shrill scolding that breaks in once and again, the extravagant bearing of his heroes; such weaknesses, of which all readers are more or less implicitly conscious, so far from being slurred over, are indicated and analyzed. And in turn, the glorious jewels of thought and expression; the exquisite modulation of his verse; the wisdom, the spirituality that abound in his pages, are all dwelt upon sympathetically. This is a book for the shelf that lies nearest to one's hand.

J. M. DIXON,

**REGENERATION.** A Reply to Max Nordau, With Introduction by *Nicholas Murray Butler*, Professor of Philosophy and Education in Columbia College in the City of New York. *G. P. Putnam's Sons*, New York and London, 1896.

Max Nordau's book on "Degeneration" is the utterance of a man who appoints himself universal censor, and in this character declares in effect that "All the World has gone Mad—with one exception." The present work, under the title, "Regeneration," is issued anonymously from Nordau's universal Mad-house and presents strong cumulative argument in justification of the claim that Nordau himself is *not* the one exception.

In fact, it is shown pretty clearly that while Nordau sees fairly well the character of the spiritual plague which he bewails, yet he vastly over-estimates its prevalence and virulence, wholly mis-

takes its cause, and despairs of its cure in most unreasonable fashion.

The fever of unrest which is the chief symptom of the complex spiritual disease in question is really due (1) to the revolution of ideas actually produced by modern science in respect of the material aspects of the world, and (2) to the revolution of ideas promised by modern scientists in respect of the inner world of the soul of man. For a time this promised spiritual revolution, by which the soul and the future life were to be relegated to the realm of exploded myths, appeared to be in actual process of fulfillment. But by little and little it is growing evident to all thoughtful minds that the promise was extravagant and its fulfillment impossible, because the life of the Soul or Mind is the one fact presupposed in all investigations, and that what science has been bringing forward with so much assurance as original, unquestionable facts must be regarded as, after all, only secondary in comparison with the facts of the mind—and may even be said to exist *for* the mind only as secondary facts of the mind.

Further, re-examination of the nature of the mind brings reassurance of its indestructible character; and, so far from having reached the precipice and being about to plunge into the gulf, we are only reaching the conclusion of our materialistic delirium, and are already beginning to awake again to spiritual sanity and a soundness of faith that will only prove the deeper and more adequate by having passed through such transition period of skepticism and renewed investigation of the essential grounds on which a really worthy faith must rest.

Controversial in its general tone and aim, "Regeneration" follows up the general drift of "Degeneration." We are thus presented, by the way, with extended and appreciative estimates of Tolstoi, of Ibsen and of Wagner. Tolstoi, indeed, is extravagantly named "The Light of Russia," (extravagantly, unless by comparison, he means pessimistically, and contrary to his general tone to hint of extreme darkness, as otherwise characterizing Russia).

Apart from an occasional phrase or judgment of this kind, the general tone of the book is worthy and invigorating, and ought to be admitted to the list of guides, pointing the way to the true cure of the *fin de siècle* plague.

The publishers have given the book an air of elegance and dignity entirely worthy of the contents.

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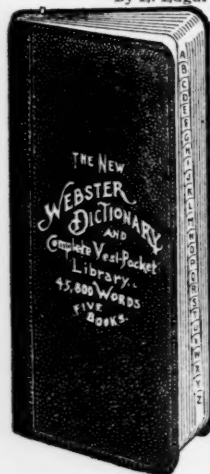
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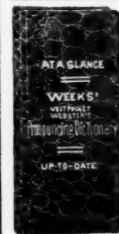
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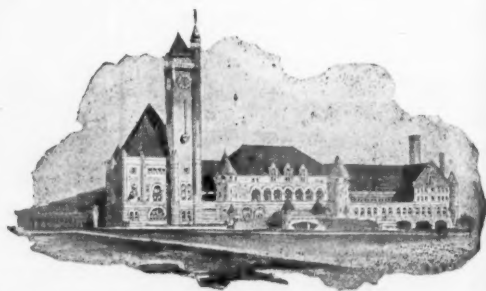
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## The Bluebird.

Listen a moment, I pray you: what was that sound that I heard—  
 Find in the budding branches, the ripple of brooks, or a bird?  
 Hear it again, above us! and see! a flutter of wings!  
 The bluebird knows it is April, and soars toward the sun and slugs.  
 Never the song of the robin could make my heart so glad.  
 When I hear the bluebird singing in spring, I forget to be sad.  
 Winged lute that we call a bluebird, you blend in silver strain  
 The sound of the laughing waters, the patter of spring's sweet rain,  
 The voice of the winds, the sunshine, the fragrance of blossoming things;  
 Ah! you are an April poem, that God has dowered with wings!

—Eben Eugene Rexford.

## A Curious Epitaph.

Many a curious epitaph may be found upon the time-worn stones in old English graveyards, but perhaps none more singular (and pathetic) than this, which marks the grave of an old woman in a Norfolk churchyard:

Here lies an old woman who always was tired;  
 Who lived in a world where too much was required.  
 "Oh, weep not," said she, "my good friends, where I'm going,  
 There'll neither be reading nor writing nor sewing;  
 So weep not for me, for if Death do us sever,  
 I'm going to do nothing forever and ever."

—Irate German (to stranger who has stepped on his toe)—"My fren't, I know my feet was meant to be walked on, but dot brivilege belongs to me."

—"I wonder if sleeves will be as big next year as they are this?" said the fashionable girl. "I hope not," replied the economical girl. "Why, if they're not you'll have to make all your wardrobe over." "Of course; and then I can take one dress and make two of it."

—Uncle Backwoods: "I see it says here that some of them New York banks have been doin' business for thirty years, and never closed their doors."

Mrs. Backwoods: "Dear me, how careless! I wonder anybody trusts 'em with their money."—Puck.

"The church bell rings twice on Sundays, and just as loudly for the people as for the pastor."

"Hurrah Boy is good but Tie-to is better."

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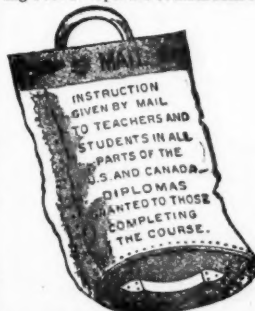
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